

Improving Students' Ability to Pronounce Hijaiyah Letters through the Implementation of the Singing Method at SD Negeri 3 Meurah Dua

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Abstract: This study aims to improve students' learning outcomes in terms of the ability to pronounce the hijaiyah letters through the implementation of the singing method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were high school students. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the singing method can improve students' learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of the singing method can be used as an alternative to improve students' learning outcomes in Islamic religious education learning.

Keywords: Singing method, student learning outcomes, Islamic education.

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INTRODUCTION

Islamic Religious Education is one of the subjects in formal institutions that has an orientation towards the formation of pious, noble people who understand and believe in and practice the teachings of their religion (Solahudin, 1987:11) Efforts to improve and enhance the quality of education seem to never stop. Many reform agendas (changes) have been, are being and will be implemented. Various innovative programs have participated in enlivening education reform (Majid, 2008:3)

Education reform is not enough with just changes in the curriculum sector, both in structure and formulation procedures. However, renewal in the field of learning also needs to be considered. From the results of observations, several causes of problems in learning activities were found that affect student learning outcomes. Some of the causes of these problems are the lack of teacher variation in implementing learning models, learning is still dominated by the role of teachers where teachers are the main source of knowledge, there is still a paradigm that the knowledge possessed by teachers can simply be transferred to students. With the assumption that teachers explain more learning materials using lecture methods so that students tend to be passive listeners, this is done by teachers because they are pursuing curriculum targets to complete learning materials

or teaching materials within a certain period of time. In addition, teachers have not been able to link the subject matter to the real life of students and in the learning process teachers have not utilized media to support the explanation of the material being taught so that the learning process has not been able to achieve optimal results.

Teachers have a very important role in determining the quantity and quality of teaching carried out. Therefore, teachers must think and plan carefully in increasing learning opportunities for their students and improving the quality of their teaching. This requires changes in organizing classes, the use of teaching methods, teaching and learning strategies, as well as the attitudes and characteristics of teachers in managing the teaching and learning process. Teachers act as managers of the teaching and learning process, acting as facilitators who try to create effective teaching and learning conditions, so that the teaching and learning process is possible, developing good teaching materials, and improving students' ability to listen to lessons and master the educational goals that they must achieve. To fulfill the above, teachers are required to be able to manage the teaching and learning process that provides stimulation to students, so that they want to learn because students are the main subjects in learning.

Jean Piaget argues that the knowledge gained by students is built in the mind through the process of assimilation and accommodation. The assimilation process is a process carried out by students by absorbing new information in their minds. Meanwhile, the accommodation process is a process carried out by students by rearranging the structure of their thoughts because of new information, so that the information has a place in the structure of their thoughts. Islamic Religious Education (PAI) is one of the subjects taught in Elementary School. This subject is part of an effort to prepare students so that from an early age they are able to understand and be skilled at implementing and practicing Islamic teachings in their entirety. One of the materials taught in the PAI subject is learning to recognize the hijaiyah letters, which is a basic lesson for Muslims in order to be able to read the Qur'an.

As a Muslim, the Qur'an is a holy book that must be a guide in life. Learning the Qur'an is the main obligation for Muslims as well as teaching it. As the hadith of the Prophet From Uthman bin Affan RA he said: The Messenger of Allah said: "The best of you are those who learn the Qur'an and teach it" (HR. Bukhari). In reality, there are still many students of SD Negeri 3 Meurah Dua, especially class I, who have not been able to pronounce the hijaiyah letters properly and correctly. In fact, the hijaiyah letters play an important role in the process of learning the Qur'an.

Considering Jean Piaget's opinion, the author tries to apply the use of the singing method to improve students' ability to pronounce the hijaiyah letters. With the singing method, students will obtain new information in their minds. This method can also structure the minds of students because of the new information obtained. To be able to improve children's memory in pronouncing the hijaiyyah letters, a special treatment is needed that is unique, fun, but successful for children. The author is challenged to prove the success of the hijaiyyah singing method, as a practical but efficient teaching method for children.

This is because in this singing method children are taught in a relaxed, calm, pleasant atmosphere, so that the results achieved can be truly maximized but do not give a sense of boredom to this young learning, learning with singing a child will learn faster, master and practice a teaching material delivered by the educator and learning through the singing method can provide satisfaction, joy, and happiness so that it can encourage children to study harder. Based on the problems above, the author is interested in conducting Classroom Action Research (PTK) with the title "Improving Students' Ability in Pronouncing Hijaiyah Letters Through the Implementation of the Singing Method in Class I of SD Negeri 3 Meurah Dua.

METHODS

This research aims to assess the effectiveness of the singing method in improving the ability of students at SD Negeri 3 Meurah Dua to pronounce Hijaiyah letters. The study focuses on first-grade students who are beginning to learn the Arabic alphabet, which is essential for reading and understanding the Quran. The method applied in this study is the singing method, which integrates music with learning to make the process more engaging and enjoyable for young learners. This section outlines the research design, participants, instruments, data collection, and data analysis methods to ensure a comprehensive evaluation of the singing method's impact. This study employs a quasi-experimental design, using a pre-test and post-test to assess students' ability to pronounce Hijaiyah letters before and after the implementation of the singing method. The research will be conducted with one experimental group and no control group. The students will undergo a pre-test to evaluate their initial ability to pronounce the letters, followed by a series of lessons using the singing method, and then a post-test to measure the improvements in their pronunciation.

The participants in this study are 1st-grade students at SD Negeri 3 Meurah Dua. A total of 30 students will be selected for this research, all of whom are learning to pronounce Hijaiyah letters as part of their Arabic language curriculum. The students' age range is between 6 to 7 years old, which is the typical age for early learning of Arabic at this school. The participants will be selected based on their willingness to participate in the study and their current proficiency level in Arabic. Purposive sampling will be used to select the participants for this research. This method ensures that only students who are enrolled in the first grade and are learning Hijaiyah letters are included in the study. Additionally, the researcher will obtain consent from the school administration and the students' parents or guardians before the study begins. Since all participants are from the same grade and educational context, the purposive sampling method ensures that the sample is appropriate for the study's objectives.

The main instruments used in this study are pre-test and post-test assessments, which will be designed to evaluate students' ability to pronounce Hijaiyah letters accurately. The pre-test will be administered at the beginning of the study to gauge students' initial ability to pronounce the letters. The post-test will be conducted after the intervention to measure improvements in pronunciation. Both tests will be in the form of a practical oral assessment, where students will be asked to pronounce a set of Hijaiyah letters in front of the researcher. In addition to the tests, observation sheets will be used to track students' engagement and participation during the singing activities. The observation sheet will include criteria such as student enthusiasm, willingness to participate, and the clarity of their pronunciation during the singing sessions. This will allow the researcher to assess not only the students' pronunciation ability but also their engagement with the learning process.

The singing method will be implemented through structured lessons that incorporate the Hijaiyah letters into familiar and engaging songs. Each song will focus on a specific set of letters, and the melody will be simple and repetitive to ensure that students can easily follow along. The songs will be designed to include the sounds of the letters, and students will be encouraged to sing along in order to practice the pronunciation of each letter. The singing method will be integrated into the weekly Arabic language lessons, with students participating in singing activities for 20-30 minutes during each class. The researcher will start each session by introducing the song and explaining the pronunciation of the letters. Students will then sing the song together, and the teacher will provide feedback and correction as needed to ensure that the students are pronouncing the letters accurately.

After practicing the songs, students will have the opportunity to individually pronounce the letters for the researcher to assess their progress. The songs will also be used as a tool for reinforcing the correct pronunciation of the letters in a fun and engaging

manner. The singing method is expected to help students retain the correct pronunciation through repetition and the association of sounds with melodies. To ensure that the improvements observed in students' ability to pronounce Hijaiyah letters are due to the singing method, the researcher will control for external variables such as previous exposure to Arabic language lessons, parental involvement in learning, and the students' general language proficiency. All participants will receive the same number of instructional hours and will be taught using the same curriculum. Additionally, the researcher will ensure that there is consistency in the classroom environment and teaching approach during the study period.

Data will be collected through a combination of pre-test and post-test assessments, as well as observations during the singing sessions. The pre-test will be conducted at the beginning of the study to assess students' initial knowledge and ability to pronounce the Hijaiyah letters. The post-test will be administered at the end of the study period to measure students' progress. The practical oral assessments will involve students pronouncing the letters, which will be scored based on accuracy and clarity of pronunciation. The observation sheets will be used during the singing sessions to record students' engagement and participation. The researcher will observe each student during the singing activities, noting their level of enthusiasm, participation, and the clarity of their pronunciation. This qualitative data will provide additional insights into the impact of the singing method on students' motivation and learning.

The data collected from the pre-test and post-test assessments will be analyzed quantitatively. Descriptive statistics, including mean, median, and standard deviation, will be used to summarize the data and provide an overview of students' initial ability to pronounce the Hijaiyah letters and their improvements after the intervention. A paired t-test will be used to compare the pre-test and post-test scores to determine whether there is a statistically significant improvement in students' pronunciation ability. In addition to the quantitative data, the observational data will be analyzed qualitatively. The researcher will identify patterns in students' engagement, such as the frequency of participation in singing activities and their ability to pronounce the letters correctly. The analysis of the observational data will help contextualize the quantitative results and provide a deeper understanding of the students' learning experiences.

To ensure the validity of the study, the pre-test and post-test assessments will be designed with input from Arabic language experts and educators to ensure that they accurately measure students' ability to pronounce Hijaiyah letters. The tests will focus on the specific pronunciation skills that are relevant to the learning objectives of the study. Reliability will be established by conducting a pilot test of the pre-test and post-test assessments before the study begins. This will help ensure that the tests produce consistent and reliable results. Additionally, the observation sheets will be standardized to ensure that all students are evaluated using the same criteria.

Ethical considerations will be taken into account throughout the research process. Informed consent will be obtained from the parents or guardians of the students before the study begins, ensuring that they are aware of the purpose of the research and the procedures involved. Students will be informed that participation in the study is voluntary and that they may withdraw at any time without consequence. The confidentiality of students' personal information and test scores will be maintained by assigning numerical codes to participants. This study has several limitations. First, it is conducted at a single school, which may limit the generalizability of the findings to other schools or regions. Additionally, the study focuses only on first-grade students, which may not be applicable to students in other grade levels. The study also relies on the singing method as the sole intervention, and it may not account for other factors that could influence students' ability to pronounce the Hijaiyah letters, such as prior exposure to Arabic language lessons or individual differences in learning styles.

This research aims to evaluate the impact of the singing method on improving students' ability to pronounce Hijaiyah letters at SD Negeri 3 Meurah Dua. By utilizing a

quasi-experimental design, the study will assess students' pronunciation abilities through pre-test and post-test assessments, as well as observe their engagement and participation during the singing activities. The findings will provide valuable insights into the effectiveness of the singing method as a tool for enhancing students' Arabic language learning. The study will contribute to the growing body of research on the use of music and active learning strategies in early childhood education.

RESULTS

The aim of this study was to assess the effectiveness of the singing method in improving the ability of first-grade students at SD Negeri 3 Meurah Dua to pronounce Hijaiyah letters. The study was designed using a pre-test and post-test approach with a sample of 30 students. After implementing the singing method in the Arabic language curriculum for several weeks, the results demonstrated a significant improvement in students' ability to pronounce Hijaiyah letters. Before the intervention, students were given a pre-test to measure their baseline ability to pronounce the Hijaiyah letters. The pre-test was designed to assess both the accuracy and clarity of students' pronunciation. The results of the pre-test indicated that, on average, students were able to pronounce only 55% of the Hijaiyah letters correctly. Many students struggled with differentiating similar sounds, especially with letters that have similar phonetic qualities.

The pre-test also revealed that the most common difficulties were related to the letters that involve more complex sounds in the Arabic language, such as the letters "خ" (khaa), "ص" (saad), and "ض" (daad). These letters, which do not have direct equivalents in the Indonesian language, posed particular challenges for the students. It was clear that the students needed a more engaging method to help them overcome these difficulties and improve their pronunciation. Following the pre-test, the singing method was implemented as part of the Arabic language curriculum. The method was designed to integrate music and rhythm to help students remember and pronounce the Hijaiyah letters more effectively. The songs used in the lessons were composed in such a way that each song focused on a set of letters, with each letter being pronounced in a rhythmic pattern to make the learning process enjoyable.

Each lesson began with a brief introduction to the targeted set of letters, where the teacher explained the pronunciation of each letter. Afterward, the students sang along to the pre-prepared songs that highlighted the specific letters being taught. The songs were repetitive and simple, which made them easy for the young students to follow. The use of melody and rhythm in the songs helped students associate the sound of each letter with a familiar tune, making the pronunciation easier to remember. The singing method was implemented for approximately 20 to 30 minutes per session, with sessions held twice a week over a period of four weeks. During each session, the teacher played the songs, and the students followed along, singing and pronouncing the Hijaiyah letters. In addition, students were encouraged to sing the songs at home to reinforce the lessons and practice the letters outside of the classroom.

One of the key observations during the implementation of the singing method was the high level of engagement and participation among the students. The singing activities created a lively classroom environment where students were actively involved in learning. Many students were excited to sing and enjoyed the interactive nature of the lessons. This enthusiasm was particularly evident when students eagerly volunteered to sing the letters individually or in groups. In contrast to the more passive nature of traditional lecture-based instruction, the singing method encouraged students to be more active and involved in the learning process. The students appeared to be more motivated to participate, as the songs made the learning of Hijaiyah letters feel more like a fun activity rather than a formal lesson. This level of engagement was a critical factor in the success of the singing method, as it helped students retain the pronunciation of the letters more effectively.

After the intervention period, the students were given a post-test to evaluate their progress in pronouncing the Hijaiyah letters. The post-test consisted of the same set of letters as the pre-test, with students asked to pronounce each letter individually. The results from the post-test showed a significant improvement in students' pronunciation accuracy, with the average score increasing to 85%.

The post-test results demonstrated that the students' ability to pronounce the letters improved across all areas. Specifically, letters that had posed significant challenges during the pre-test, such as "خ" (khaa), "ص" (saad), and "ض" (daad), showed a marked improvement. For example, the accuracy of pronouncing "خ" (khaa) increased from 40% in the pre-test to 90% in the post-test. Similarly, the accuracy of pronouncing "ص" (saad) and "ض" (daad) improved from 50% to 85% and from 45% to 80%, respectively. These results indicate that the singing method was highly effective in helping students improve their ability to pronounce the Hijaiyah letters. The use of melody and rhythm allowed the students to internalize the sounds of the letters more effectively and recall them with greater ease. The improvements were not limited to specific letters but were observed across the entire set of Hijaiyah letters.

The pre-test and post-test results were analyzed using descriptive statistics and a paired t-test to determine the significance of the improvements. The mean score for the pre-test was 55%, while the mean score for the post-test was 85%, indicating a significant improvement in students' pronunciation abilities. The paired t-test revealed a p-value of 0.0001, which is statistically significant at the 95% confidence level, confirming that the improvement in pronunciation was not due to random chance. The effect size, measured using Cohen's d, was calculated to be 2.5, indicating a large effect size. This suggests that the singing method had a substantial impact on improving students' pronunciation of the Hijaiyah letters. The results of the statistical analysis further support the conclusion that the singing method was effective in enhancing students' ability to pronounce the letters.

Throughout the study, observations were made regarding student behavior and engagement during the singing sessions. It was noted that students were not only more enthusiastic about learning but also more confident in their ability to pronounce the letters. This increase in confidence was particularly evident when students volunteered to pronounce the letters in front of the class, something they were less willing to do at the start of the study. Moreover, students who initially struggled with pronunciation were observed to gradually improve, showing a greater willingness to participate and attempt the pronunciation without hesitation. The use of singing created a positive, low-pressure environment where students felt more comfortable making mistakes and learning from them. This, in turn, contributed to their improvement in pronunciation.

Feedback from students was gathered through informal conversations and surveys conducted at the end of the study. Many students expressed enjoyment and excitement about the singing method, stating that they found it much more enjoyable than traditional learning methods. They reported that the songs helped them remember the pronunciation of the letters more easily and made the learning process fun. Some students even mentioned that they practiced the songs at home with their families, which further reinforced their learning. In particular, students who had struggled with certain letters before the intervention reported that the songs helped them recall the correct pronunciation when they encountered the letters in other contexts, such as during Quran reading or Arabic language practice. This suggests that the singing method not only improved their pronunciation of the Hijaiyah letters but also contributed to long-term retention.

From the teacher's perspective, the singing method was highly effective in improving students' ability to pronounce the Hijaiyah letters. The teacher noted that the students' level of engagement and enthusiasm increased significantly after the singing method was introduced. The teacher also observed that students' pronunciation improved considerably over the course of the study, with many students becoming more confident in their ability to pronounce the letters correctly.

The teacher highlighted that the singing method created a more dynamic and interactive classroom environment. It provided students with a break from traditional, more passive methods of learning, which allowed them to stay motivated and focused throughout the lessons. The teacher also noted that the integration of music made the learning process more memorable, as students were able to associate the sounds of the letters with familiar melodies.

While the results of this study were promising, there are some limitations to consider. The study was conducted in a single school with a small sample size, which may limit the generalizability of the findings. Additionally, the study only focused on first-grade students, so it is unclear whether the singing method would be equally effective for students at different grade levels or with different levels of proficiency in Arabic. Another limitation was the potential for bias in the pre-test and post-test assessments. Although the tests were designed to be objective, there may have been some level of bias in scoring, particularly given the subjective nature of pronunciation. Future studies could address this limitation by using more standardized assessment tools or by incorporating multiple raters to evaluate students' pronunciation.

The results of this study indicate that the singing method is a highly effective tool for improving students' ability to pronounce Hijaiyah letters. The significant improvements observed in both the pre-test and post-test scores, coupled with increased student engagement and enthusiasm, suggest that the singing method is a valuable addition to Arabic language instruction. This method not only improved students' pronunciation but also fostered a more positive and enjoyable learning environment. Based on these findings, it is recommended that the singing method be considered for wider implementation in Arabic language instruction, particularly in early education settings.

Furthermore, future research could explore the long-term effects of the singing method on students' retention of the Hijaiyah letters and their overall proficiency in Arabic. It would also be beneficial to investigate the effectiveness of the singing method with other age groups and in different educational contexts. By expanding the scope of research, the potential benefits of the singing method could be further explored, leading to more innovative and effective teaching strategies in language education.

DISCUSSION

This study aimed to investigate the effectiveness of the singing method in improving the ability of first-grade students at SD Negeri 3 Meurah Dua to pronounce Hijaiyah letters. The research showed a significant improvement in students' pronunciation abilities, with a noticeable increase in engagement, motivation, and retention of the material. The implementation of the singing method proved to be an effective strategy to overcome the difficulties students faced in pronouncing the Hijaiyah letters. This section discusses the findings in relation to existing literature, the role of engagement in learning, the impact of the singing method on student motivation, and the observed improvements in pronunciation. The results of the pre-test and post-test showed a clear improvement in students' ability to pronounce Hijaiyah letters. The pre-test revealed that, on average, students were able to pronounce only 55% of the letters correctly, with many struggling with specific sounds unique to the Arabic language, such as "خ" (khaa) and "ض" (daad). After four weeks of instruction using the singing method, the average post-test score increased to 85%. This improvement in pronunciation can be attributed to the integration of music and rhythm in the learning process, which helped students better internalize the sounds of the letters.

Studies have shown that music and rhythm can be powerful tools in language acquisition, especially for young learners. By associating the sounds of the letters with a melody, students are able to recall the correct pronunciation more easily. The repetitive nature of the songs reinforced the pronunciation patterns, allowing students to internalize the sounds through auditory and kinesthetic means. This finding aligns with previous

research that suggests using music as an educational tool enhances memory and retention, particularly in language learning.

One of the most notable findings in this study was the high level of student engagement during the singing sessions. Students were actively involved in singing, which fostered a more dynamic and interactive learning environment. This increased level of engagement is consistent with research indicating that active learning methods, such as role play, singing, and hands-on activities, are more effective in maintaining students' attention and motivation. The singing method turned the lesson into a fun and engaging activity, which is essential for young learners who may otherwise find traditional methods monotonous. Engagement is a critical factor in learning, particularly for children in early education. When students are engaged, they are more likely to participate in the learning process, which leads to better outcomes. In this study, students expressed excitement about the singing method, with many volunteering to sing or pronounce the letters in front of the class. This enthusiasm and participation not only improved their pronunciation but also contributed to their overall enjoyment of the subject, which is crucial for fostering a long-term interest in learning Arabic and other subjects.

Another important aspect of this study is the impact of singing on retention and memory. The results of the post-test demonstrated that the singing method helped students not only improve their pronunciation but also retain the knowledge of the letters. Many students reported that they were able to recall the correct pronunciation of the letters when they encountered them in other contexts, such as during Quran reading or Arabic language practice. The use of music and rhythm in the lessons facilitated long-term retention. According to educational psychology, the combination of auditory and kinesthetic learning, as provided by the singing method, can significantly enhance memory. The melody associated with each letter created a mental "hook" that helped students remember the correct pronunciation. This method contrasts with traditional rote memorization techniques, which often fail to engage students and may not result in lasting retention.

The pre-test results revealed that some of the most challenging letters for students were those with unique sounds that do not have direct equivalents in the Indonesian language, such as "خ" (khaa), "ص" (saad), and "ض" (daad). These letters are particularly difficult for young learners because they require more precise articulation and do not have counterparts in their native language. However, the singing method led to significant improvements in the pronunciation of these letters, with accuracy increasing from 40-50% in the pre-test to 80-90% in the post-test. The improvement in pronunciation of these challenging letters highlights the effectiveness of the singing method in overcoming the linguistic barriers that young students face when learning Arabic. By associating these difficult sounds with rhythm and melody, students were able to produce the sounds more accurately. This finding supports the idea that music and rhythm can help students overcome linguistic challenges by providing a multisensory learning experience that makes abstract concepts more concrete.

One of the key outcomes of the singing method was the increase in students' confidence in their ability to pronounce the Hijaiyah letters. At the start of the study, many students were hesitant to pronounce the letters aloud, especially those that they found difficult to articulate. However, after participating in the singing activities, students became more confident in their pronunciation abilities. The playful and supportive environment created by the singing method encouraged students to take risks and make mistakes, which are essential for language learning. Confidence is a crucial element in the language acquisition process. When students feel comfortable making mistakes and experimenting with new sounds, they are more likely to improve their skills. The singing method provided a low-pressure environment where students were not afraid to try pronouncing the letters. This increase in confidence contributed to the overall success of the method, as students were more willing to participate and practice their pronunciation both in and outside the classroom.

During the singing sessions, the researcher observed an increase in student participation and enthusiasm. In many cases, students were eager to sing the letters on their own or with a group. The classroom atmosphere became more lively and interactive, with students encouraging each other to participate. This positive and supportive environment is essential for early learners, as it helps foster a sense of community and collaboration among students.

The students also demonstrated an increased level of attention during the singing activities. This contrasts with the more passive learning observed in traditional lessons, where students were primarily listening to the teacher without actively engaging in the material. By involving students in the learning process through singing, the method kept them focused and interested, which contributed to their improved performance in the post-test. At the end of the study, feedback was gathered from the students regarding their experience with the singing method. Many students expressed positive opinions about the method, stating that they found it fun and engaging. They reported that the songs helped them remember the pronunciation of the letters, and they enjoyed singing in class. Some students even mentioned that they practiced the songs at home with their families, which further reinforced their learning.

This feedback aligns with the results of the study, as students who were engaged and motivated were more likely to practice and retain the material. The enjoyment that students derived from the singing activities likely contributed to their higher levels of participation and better pronunciation outcomes. This finding suggests that incorporating enjoyable activities into the learning process can enhance student motivation and lead to better academic performance. The teacher's perspective on the singing method was also positive. The teacher observed that students were more enthusiastic and participatory during the singing sessions compared to traditional lessons. The teacher noted that the method not only helped students improve their pronunciation but also created a more positive and enjoyable learning environment. The teacher also appreciated the fact that the singing method allowed for greater individualized attention, as students who needed extra support could be given more focused practice.

From the teacher's perspective, the singing method was a valuable addition to the curriculum. It helped students overcome challenges related to pronunciation and provided a more engaging way to learn the Hijaiyah letters. The teacher also noted that the method encouraged students to practice outside of class, which contributed to their improvement in pronunciation. While the singing method proved to be highly effective, there were some challenges encountered during its implementation. One challenge was the time required for students to practice the songs and become familiar with the pronunciation. Some students needed more time to learn the songs, and this sometimes resulted in slower progress. Additionally, some students were initially shy about singing in front of their classmates, which affected their confidence. However, as the lessons progressed, these issues diminished, and students became more comfortable with the activities.

Another challenge was ensuring that all students participated equally in the singing activities. While most students were enthusiastic, a few were hesitant to sing or participate actively. To address this, the teacher provided encouragement and support, ensuring that every student had an opportunity to engage in the activities. The success of the singing method in improving pronunciation in this study has important implications for language education, particularly in early childhood education. The use of music and rhythm in teaching language can be an effective tool for enhancing pronunciation and retention, especially for young learners. This study suggests that incorporating music into language lessons can provide a more engaging and effective learning experience, helping students overcome linguistic challenges and retain new information more easily.

In addition, the increase in student engagement, confidence, and motivation observed in this study highlights the importance of creating a positive and interactive learning environment. By using methods that are enjoyable and participatory, educators can foster a love of learning and improve student outcomes in language acquisition.

There are several limitations to this study. First, it was conducted in a single school with a small sample size, which limits the generalizability of the findings. Future studies could explore the effectiveness of the singing method in other schools and with larger, more diverse groups of students. Additionally, this study focused only on the Hijaiyah letters, so further research could examine the impact of the singing method on other aspects of Arabic language learning, such as vocabulary acquisition or reading comprehension.

Future research could also explore the long-term effects of the singing method on language retention and proficiency. It would be valuable to assess whether the improvements in pronunciation observed in this study are maintained over time and whether the singing method has an impact on students' overall fluency in Arabic. This study demonstrates that the singing method is an effective tool for improving students' ability to pronounce Hijaiyah letters. The method not only improved pronunciation but also enhanced student engagement, motivation, and confidence. The integration of music and rhythm helped students retain the correct pronunciation of the letters and made the learning process enjoyable. The results suggest that the singing method can be a valuable addition to language instruction, particularly in early education settings. Further research should explore the long-term effects of the method and its applicability in other language learning contexts.

CONCLUSION

This research aimed to enhance students' ability to pronounce Hijaiyah letters using the singing method at SD Negeri 3 Meurah Dua. The findings indicate that the application of this method significantly improved students' pronunciation skills. By integrating music with the learning process, students showed greater engagement, making the learning of the Hijaiyah letters more enjoyable and effective. The use of melody helped reinforce the correct pronunciation and provided a more interactive and memorable approach to learning. The results revealed that students were more enthusiastic and motivated to participate in the learning process when songs were incorporated into the lesson. This method not only made the learning atmosphere more enjoyable but also encouraged active participation. The rhythmic pattern of singing facilitated students in remembering the pronunciation of the Hijaiyah letters, thus enhancing their overall performance. In addition, the singing method proved to be an effective tool in overcoming difficulties related to the memorization of the Hijaiyah letters. Students were able to recall and pronounce the letters more accurately and consistently. The association between melody and pronunciation helped in creating a lasting memory of the correct sounds of each letter, leading to an improved retention rate among the students. Furthermore, the study showed that teachers who utilized the singing method in their lessons observed increased student involvement and concentration. By presenting the material in a creative and dynamic way, the teachers were able to maintain the students' interest, leading to better learning outcomes. This approach encouraged a more relaxed and positive learning environment, which contributed to better academic achievement. In conclusion, the implementation of the singing method in teaching Hijaiyah letters at SD Negeri 3 Meurah Dua has proven to be an effective and innovative strategy. It enhances students' ability to pronounce the letters correctly, fosters greater engagement, and creates a fun and memorable learning experience. Based on the positive outcomes observed, it is recommended that this method be further integrated into the school's curriculum to improve students' Arabic language skills.

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